

BRUNSON-DARGAN ELEMENTARY

400 Wells Street
Darlington, SC 29532

GRADES 4-6 Elementary School

ENROLLMENT 362 Students

PRINCIPAL Rhonda Robinson 843-398-2533

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma Dawson 843-398-5200

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	63	24	2

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Average	Good	Yes

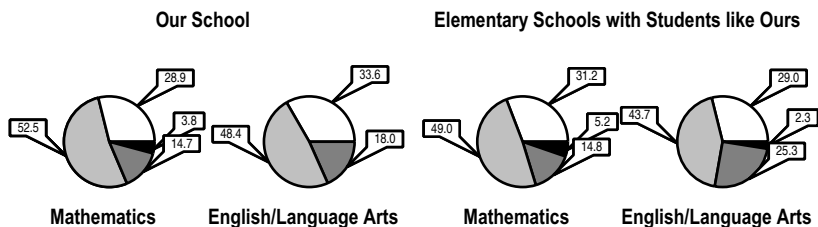
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	367	99.7	33.4	48.5	18.0	0.0	26.3	Yes	Yes
Gender									
Male	203	99.5	38.4	43.2	18.4	0.0	23.2		
Female	164	100.0	27.5	54.9	17.6	0.0	30.1		
Racial/Ethnic Group									
White	64	98.4	21.7	46.7	31.7	0.0	45.0	Yes	Yes
African-American	303	100.0	36.0	48.9	15.1	0.0	22.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	275	100.0	32.4	50.4	17.2	0.0	29.2		
Disabled	92	98.9	36.4	43.2	20.5	0.0	18.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	367	99.7	33.4	48.5	18.0	0.0	26.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	367	99.7	33.4	48.5	18.0	0.0	26.3		
Socio-Economic Status									
Subsidized meals	311	100.0	35.4	49.5	15.1	0.0	22.8	Yes	Yes
Full-pay meals	56	98.2	22.6	43.4	34.0	0.0	45.3		

Mathematics - State Performance Objective = 15.5%									
All Students	367	98.9	28.3	53.0	14.9	3.9	39.6	Yes	Yes
Gender									
Male	203	98.5	33.2	49.5	13.0	4.3	35.3		
Female	164	99.4	22.4	57.2	17.1	3.3	44.7		
Racial/Ethnic Group									
White	64	96.9	11.9	49.2	23.7	15.3	57.6	Yes	Yes
African-American	303	99.3	31.8	53.8	13.0	1.4	35.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	275	99.3	23.3	53.8	17.7	5.2	46.6		
Disabled	92	97.8	42.5	50.6	6.9	0.0	19.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	367	98.9	28.3	53.0	14.9	3.9	39.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	367	98.9	28.3	53.0	14.9	3.9	39.6		
Socio-Economic Status									
Subsidized meals	311	99.4	29.9	54.9	13.4	1.8	36.6	Yes	Yes
Full-pay meals	56	96.4	19.2	42.3	23.1	15.4	55.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	120	99.2	42.1	50.9	7.0	N/A	7.0
	Grade 5	132	98.5	47.0	46.2	6.8	N/A	6.8
	Grade 6	127	99.2	46.2	41.2	12.6	N/A	12.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	112	100.0	16.8	60.7	22.4	N/A	22.4
	Grade 5	116	100.0	38.9	50.4	10.6	N/A	10.6
	Grade 6	139	99.3	42.6	50.7	6.6	N/A	6.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	120	100.0	43.5	44.3	10.4	1.7	12.2
	Grade 5	132	100.0	53.8	40.3	5.0	0.8	5.9
	Grade 6	127	99.2	45.8	33.9	16.1	4.2	20.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	112	100.0	21.5	57.9	17.8	2.8	20.6
	Grade 5	116	98.3	36.9	51.4	8.1	3.6	11.7
	Grade 6	139	98.6	27.4	54.8	13.3	4.4	17.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 362)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	0.5%	Up from 0.3%	3.6%	2.7%
Attendance rate	97.2%	Up from 94.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		7.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.6%		5.3%	3.5%
Eligible for gifted and talented	3.8%	Down from 5.7%	7.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	22.8%	Down from 23.3%	8.7%	8.2%
Older than usual for grade	3.3%	Up from 3.1%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	41.7%	Down from 45.8%	47.5%	51.4%
Continuing contract teachers	70.8%	Down from 75.0%	82.6%	87.5%
Highly qualified teachers**	81.8%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		1.1%	0.0%
Teachers returning from previous year	87.3%	Down from 92.0%	85.1%	86.7%
Teacher attendance rate	96.4%	Up from 93.6%	94.7%	94.9%
Average teacher salary	\$39,154	Down 0.2%	\$39,999	\$40,760
Prof. development days/teacher	24.1 days	Up from 8.2 days	13.1 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.1 to 1	17.5 to 1	18.9 to 1
Prime instructional time	92.0%	Up from 86.1%	89.6%	90.0%
Dollars spent per pupil*	\$6,073	Up 7.7%	\$6,453	\$6,044
Percent of expenditures for teacher salaries*	62.5%	Up from 59.3%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brunson-Dargan Elementary School is a Title 1 school-wide site. We are proud of the progress the school is making to ensure success for all students. The faculty, staff, and parents have worked this year to build a community of learners.

Brunson-Dargan's teachers began systemic professional development in the areas of balanced literacy, Math Solutions, Working on the Work, Tools for Teaching, SuccessMaker, and data analysis. In order to promote a customer-friendly environment the school adopted the Fish! Philosophy which incorporates four ideals: Make Their Day, Choose Your Attitude, Be There and Play!

Brunson-Dargan implemented the literacy group model in exceptional education classes to teach students a variety of reading strategies to incorporate in their independent reading. An after-school program was implemented to provide all students opportunities to improve reading and math skills. An individualized computer program was utilized on a daily basis for fourth grade students and weekly by fifth grade students to boost reading and math skills.

Title 1 and Title II funds were used to increase the collection of books in the Media Center and classrooms. As a result, students now have books on their reading level easily accessible to them.

Fifth grade students traveled to Washington, DC, to gain hands-on knowledge of their SC social studies standards. Chris Soenpiet, an illustrator, promoted literacy and artistic skills with all Brunson-Dargan students. Students were instilled with art-related information from the artist-in-residence programs, which included Patz Fowle, a pottery maker, "Borenya" Fode Camara, a musician, and Pantasia Steel Drum Band. Fourth grade students were able to utilize their knowledge gained from the arts program when the South Carolina Arts Assessment was administered.

Students and faculty were bestowed various honors during the year. Ms. Marilyn Bostick represented our school as Teacher of the Year. A student was selected to receive the Lt. Governor's Writing Award and another student was selected as our school representative for the STAND Award. A Wal-Mart grant was used to purchase instructional supplies.

Parents, students, faculty, staff, and the community are commended for their efforts in moving Brunson-Dargan in a progressive direction.

Barbara Franklin, President of School Improvement Council
Linda Graham, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	104	66
Percent satisfied with learning environment	92.3%	90.3%	87.7%
Percent satisfied with social and physical environment	92.0%	84.5%	78.5%
Percent satisfied with home-school relations	73.1%	92.3%	76.6%

*Only students at the highest elementary school grade level at this school and their parents were included.